AMERICAN VOCATIONAL JOURNAL

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The FFA

Mrs. Influence and the Summer Sub-Debs

"We Rely on Distributive Education"

Arts Workshop

Matching Books and Jobs

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GEORGIA GOES FORWARD

With the help of vocational education, Governor Arnall points out

HOW Georgia, with the help of vocational education, marches onward appears on many pages of *Georgia Goes Forward,* a 66-page pamphlet containing a series of articles by Governor Ellis Arnall.

"From all over America," writes the Governor, "experts have come in the past 12 months to study Georgia's cannery and freezer-locker innovations, which have made this division [vocational education] outstanding in the nation for 'taking the classroom into the home.' At the same time, this division of the education department has inaugurated a trade school program, providing for state-operated vocational schools as 'pilot plants' from which local systems can obtain a view of the possibilities of such training. This is a type of pioneering in the South in which Georgia has established leadership."

Progress in local planning also receives attention in this report, issued by the Agricultural and Industrial Development Board of Georgia. The following is typical of local demands for broadening vocational education service.

"Planning centers have been set up in 102 school communities. During the first four months of the present school year, 2,573 teachers and 3,825 laymen attended 292 community meetings for the purpose of planning school programs that will meet the needs of the people. In each community steps have been taken to put the plans into action.

"The six educational planning groups in Morgan County have demanded that their schools assume responsibility for vocational training. They have asked that opportunities be provided for education in agriculture, in homemaking, and in distributive occupations. These groups have also requested the use of industrial arts facilities to provide opportunities for creative expression and to develop skill in the use of occupational tools.

"In one school in Floyd County the study revealed the need for a more adequate program of preparation for 'occupations' that are available in the area. The data showed that a high percentage of the people in the community are engaged in (1) mill operation, (2) distribution of goods and services, and (3) homemaking.

"The planning group examined the present school program and discovered that few opportunities are provided for youth and adults to prepare for effective participation in these occupations.

"A teacher committee began work immediately to develop an educational program to provide instruction for the high school students in distributive occupations. At a meeting with the merchants, a plan was formulated for training a large number of students to assist with the holiday trade. The temporary program was heartily approved by the merchants, students, and school administrators; and distributive education has become a permanent feature of the school curriculum.

"Another school, as a result of a study of its occupational education program, has inaugurated extensive training in trades and industries. Shops, large quantities of equipment, and instructional personnel have been provided."

DOBBINS HONORS "PIONEERS OF INDUSTRY"

THE "Pioneers of Industry" award is given annually by the Murrell Dobbins Vocational School, Philadelphia, to "self-made" industrial leaders. Men who have introduced changes in product or production methods are eligible for citation.

Three men have thus far received the award: Walter D. Fuller, president, Curtis Publishing Co.; Horace P. Liversidge, president of the Philadelphia Electric Company; and Edward G. Budd, renowned pioneer of stainless steel.

Walter D. Fuller, most recent recipient, left high school at sixteen to become a bank clerk. He continued to study through correspondence courses in engineering and salesmanship, and made his entrance into the publishing business as salesman. His managerial innovations led him to the position of office manager at the Curtis Publishing Co., and later president. Mr. Fuller is also chairman of the National Manufacturers Association committee on education.

Thus by example Dobbins shows that "it can be done."

List of Georgia Schools and Institutions approved by the State Veterans Education Council for participation in the program of education for War Veterans under Public Law No. 346—"The Servicemen's Readjustment Act of 1944."

(This List is to be Supplemented from Time to Time as Additional Institutions Qualify)

Issued by

State Veterans Service Office

C. A. CHEATHAM,
Director
Veterans Service
Office

F. A. SAMS,
Director
Educational
Division

1945

VETERANS ON JOB TRAINING IN ATLANTA

Major Parks, Alexander's Crafts Shop, 389 Houston Street, Atlanta, Ga.
Willie Leon, " " " " " " " "
Alva Allen " " " " " " " "
Alfred Thomas " " " " " " " "

Reed Tory, Foremost Dairies, Atlanta, Ga.

James D. Elliott, Sam Jacksons Radio Shop, 623 FairsSt., SW, Atlanta, Ga.
Montes Hill, " " " " " " " " " "

Roswell Sutton, Citizens Trust Company, Auburn Avenue, Atlanta, Ga.

Thelba Brown, Atlanta Daily World, Auburn Ave., Atlanta, Ga.

Paul Glass, Parisian Rug Company, Decatur, Ga.

Arthur A. McFarland, Eley's Brickblock Mfg. Company, Atlanta, Ga.

****

The following firms also have Negro veterans employed on-the-job, but we do not have the names of the veterans:

Atlanta Life Insurance Company
N. C. Mutual Insurance Company
Brown Boy Bottling Company
University Auto Shop
Parks Shoe Repair

AN ANALYSIS OF PUBLIC SCHOOL FACILITIES FOR NEGRO CHILDREN
FULTON COUNTY, GEORGIA

Prepared by
The Education Committee of the Atlanta Urban League

In response to numerous questions about the conditions and needs of the Fulton County schools for Negroes, and about the provisions of the Fulton County School Bond Issue to be voted on July 17th, the Education Committee of the Atlanta Urban League presents the following analysis:

School Enrollment in Fulton County

White: 21,014
Negro: 4,734*
Total 25,748

Per-Pupil Expenditure

White: $96.52
Negro: $38.92

Fulton County Public Schools	Number	Value of Land and Buildings	Percentages
White	54	$3,219,000.00	95
Negro	38	176,350.00	5
Total	92	$3,395,350.00	100

Schools According to Size

Number of Rooms	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 or more
White		3	5	3	4	3	8	2	2	1	2	3	1	6	1	2			1	8
Negro	18	5	4	6	1		1	1	1					1						

"It is impossible to do as good work in a one-teacher seven grade school as can be done in a larger school."

State Superintendent of Schools - M. D. Collins
Report for Biennium ending 1944, p. 9.

Comparison of Facilities

	Number of Classrooms	Other Rooms	Auditoriums	No. Vols. in Library	Value of Volumes in Library	Total Value of School Equipment
White	581	271	46	84,358	$103,870	$374,319.00
Negro	105	10		8,710	6,156	23,225.00

There are 21 Negro county schools without running water for drinking. All white county schools have running water. Only 2 Negro county schools have flush toilets, and only 3 have incinerator toilets. All others have unsanitary pit toilet facilities.

* Includes 359 county children for whom $50 per year is paid to Atlanta for attendance in Atlanta schools.

Expenditures for Transportation

White	$57,641.90
Negro	--

Published Information on Fulton County Bond Issue to be Voted July 17th

Total Expenditures	$2,500,000.00
White Schools	1,900,000.00
Negro Schools	600,000.00

Facilities to be Provided by Bond Issue

	Additional Classrooms	Additional Auditoriums	New Cafeterias	Enlargements to Existing Cafeterias	Libraries
White Schools	180	14	16	12	21
Negro Schools	68	8			10

What the Bond Issue Means

	Present Value of County School Buildings and Grounds	Percentage	Bond Allocations	Percentage
Total	$3,395,350.00	100	$2,500,000.00	100
White	3,219,000.00	95	1,900,000.00	76
Negro	176,350.00	5	600,000.00	24

	Increase after Bonds	Percentage	School Population	Percentage
Total	$5,895,350.00	100	25,748	100
White	5,119,000.00	87	21,014	83
Negro	776,350.00	13	4,734	17

Minimum Recommendations

1. All county schools should have running water.

   At present all county schools for white children have running water. Only 17 county schools for Negro children have running water. There are twenty-one schools without running water for drinking.

2. All county schools should have flush toilet facilities.

   At present only 2 county schools for Negro children have flush toilets.

3. All one-room schools should be eliminated in the interest of economy and more efficient education.

   At present 18 of the 30 county schools for Negro children are one-room schools. There are no one-room schools for white children.

4. Adequate high school facilities should be provided for Negro children in the county.

   At present the county pays $50.00 per year per Negro pupil who attends Atlanta high schools. This amounts to $17,950 annually. This adds to the congestion in the Atlanta schools for Negro children.

5. Adequate vocational training should be provided in the county schools for Negro pupils.

   (The Atlanta Board of Education and the Fulton Board of Education have jointly purchased the Old Clark University property for use as a vocational school for Negroes).

6. Adequate facilities for transportation should be provided for Negro pupils in order to make possible attendance at consolidated schools which should replace the one and two-room schools, and in order to permit attendance at high schools which should be made available for Negro pupils in the county.

   At present no facilities for transportation are available for Negro children in Fulton County.

Questions and Answers about Fulton County School Bond Issue

1. How many people must vote in favor of the bond issue if it is to carry?

   ANSWER: Bonds can be passed by a majority of those voting.

2. Who can vote?

   ANSWER: Only those citizens of Fulton County who live outside the city limits of Atlanta.

3. Who will pay the bill if the bonds are voted?

   ANSWER: Tax levy for interest and retirement of bonds would be levied on property of Fulton County outside city of Atlanta only.

4. How much will the bond issue increase taxes?

   ANSWER: ½ mill. (½ mill equals 1 nickel on $100.)

5. Is this the limit of bonded indebtedness allowed by law?

   ANSWER: No. 7% of property valuation is allowed. The present bond issue will bring the total to approximately 5%.

6. Is next week's bond issue connected in any way with the joint city-county bond issue which will be voted on August 14?

   ANSWER: No.

7. Who will have charge of spending the bond funds?

   ANSWER: The Fulton County Board of Education.

8. When will building actually begin?

   ANSWER: Within 60 days after passage of the bond issue. Approval must first be obtained from the Civilian Production Authority, since veterans' housing comes first. C.P.A. has already granted authority for some county school improvements.

June 27, 1946

PAGE PARTIALLY ILLEGIBLE

PROCEDURE FOR ORGANIZING COURSES IN
FARMER TRAINING FOR VETERANS
Under Public Law 346

1. Get the school approved for the course. Fill out the form entitled "Application to State Veterans Education Council for Approval to Offer Farm Training Program for Veterans Under Provisions of Public Law 346." Mail in triplicate to the District Supervisor of Vocational Agriculture. The District Supervisor will send it to the State Office for transmitting to the proper authorities.

2. The regular vocational agriculture teacher of an approved school should call together the veterans of a community and explain the "Farmer Training Program for Veterans" which is offered in departments of vocational agriculuture.

   a. Explain the training plan.
   b. Explain the required farming setup for veterans. See attached "Veterans Farm Training Program."
   c. Explain the farming agreement requirements. (See attached form)

3. Veterans who can qualify for the course should secure from the nearest veterans service office, or from the manager of the Veterans Administration, 105 Pryor Street, N. E., Atlanta, Georgia, or from the teacher of vocational agriculture, Rehabilitation Form 1950, Revised, April 1945.

4. This Form 1950, properly filled out, along with a copy of the Veterans discharge or release papers should be submitted to the Veterans Administration contact office where it should be stamped and sent to Captain F. A. Sams, State Veterans Education Council, State Office Building, Atlanta, Georgia, or mailed directly to the Veterans Administration. The form may be sent directly by the veteran to the Veterans Administration.

5. The vocational teachers should then notify the county school superintendent and the district supervisor of vocational agriculture the number of veterans who have filled in Form 1950, and who can qualify for, and who wish to enroll in the "Farmer Training Course."

6. When twelve to twenty eligible veterans are available, a qualified instructor may be employed and contracted for by the county school superintendent and the State Department of Education.

7. The approved instructor should call together the veterans who have submitted Form 1950 and explain the requirements for the course and the farming agreement, and then determine the veterans who can meet these requirements.

8. The instructor should rapidly make visits to the farms of the veterans and get the farming agreement filled out and signed by the landlord and the veteran. The teacher should then sign the agreement if he approves the setup for training.

9. A veterans advisory committee will be named for the county. The instructor should call together the advisory committee and submit to it the farming agreements that have been properly signed and request that the advisory committee review the agreements and the farm on which the veteran lives and recommend those that should be approved for the course. The chairman of the council should sign each agreement, that the committee recommends.

10. For those veterans whose farm situations are approved, and who are approved for training by the Veterans Administration as indicated by receiving Form 1953 course will officially start when Form 1950 has been stamped by the Veterans Administration, or when he begins the course, whichever is later, and not necessarily when Form 1953 is returned to the veteran and filled out by him.

11. In due time the veteran will receive from the Veterans Administration Form 1953 which is the certificate of eligibility and entitlement. The instructor should then assist the veteran in filling out Form 1953.

12. Those veterans with Form 1953 completed, provided they have their farming agreement signed by all concerned and recommended by the advisory committee, should sign the form (1953) and submit it to the instructor giving the training. (Form 1953 should not be completed and signed until the Farming Agreement has been completed and signed)

13. The completed and approved Form 1953 should then be mailed to Mr. T. G. Walters, State Supervisor Agricultural Education, State Office Building, Atlanta, Ga. Reports of all approved trainees should be mailed to the District Office on cards supplied by the State Department for this purpose.

14. A contract between the instructor, the County Board of Education, and the State Department of Education should be made using the same procedure as for regular teachers of vocational agriculture. The data of this contract indicates the date that the instructor is officially employed.

15. The instructor should set up the instructionsl program beginning with the job of Planning the Farm Program and continuing with the other jobs necessary for carrying out the farm program. (See suggested Farm Plan and accompanying bulletin)

16. The instructor should report to the State Department of Education and the Veterans Administration when a trainee has had his program interrupted to be begun at a later date or when a veteran has completed all the training that he is eligible for.

17. Forms will be furnished by the Veterans Administration and the State Department of Education for making the necessary reports. The teacher should keep a class roll, monthly supervision sheets, and other necessary records.

18. In case of change of address of veteran the teacher should see that he completes the change of address form and mails to the Veterans Administration, in order that he may continue to receive his compensation.

APPLICATION TO STATE VETERANS EDUCATIONAL COUNCIL
FOR APPROVAL TO OFFER FARM TRAINING PROGRAM FOR
VETERANS UNDER PROVISION OF PUBLIC LAW 346

(Mail in triplicate to immediate Supervisor of Vocational Agriculture)

County _____ Name of School _____

Address _____ Date _____

PLAN

The farm training program will be offered to veterans and others who wish to become established in farming, or who wish additional information or special training in farm skills necessary to the operation of a successful farming program.

CONDITIONS TO BE MET BY TRAINEE

Before the veterans and others are enrolled in the farm training program the trainee will make satisfactory arrangements to carry on a farm program which will meet the minimum standard as outlined in one of the four plans as listed below:

1. Owner of farm (or in the process of becoming owner).
2. Live on farm with father, or other farm and have available land, tools, workstock or power, etc. for carrying on a supervised farming program.
3. Renter with suitable land, tools and power for successful supervised farming operations.
4. Live with another farmer, who under agreement, provides adequate opportunities to participate and carry out certain farm practices which will give training in a well-rounded farming program.

METHOD OF TRAINING

Will the instructional program of the teacher be built around actual jobs found on the farm of each individual trainee? _____.

Will the teacher make an actual individual farm survey on the respective farm of each trainee? _____.

Will farm job skills be taught on the basis of needs of the individual? _____.

Will the instructor give farm instructional supervision to the program of each individual? _____.

Will at least 12 hours per week of organized systematic class instructions be given to each trainee? _____.

QUALIFICATION OF TEACHER

Will the qualifications of teachers who will instruct veterans meet the minimum standards as outlined on Page 2 of the State Plan approved by State Veterans Education Council? _____.

DAILY SCHEDULE

* Number of days per week veterans will attend organized classes. _____.

* Number of hours of instructions per class. _____.

FACILITIES AVAILABLE

Class room available _____ size _____ properly lighted _____

Black board space _____ agriculture library _____.

FARM SHOP

Farm shop available _____ floor space _____ kind of equipment

_____

_____

_____

(list major items of equipment in shop)

FOOD PROCESSING PLANT

Food processing plant available _____ size _____ kind of equipment _____

_____

_____

(list major items of equipment in plant)

* Minimum requirements: Not less than two hours per class session and not more than four hours per class session for any one day. Class may meet three days per week with four hour class sessions.

ADDITIONAL FACILITIES

List additional facilities available for veteran farm training program.

_____

_____.

* Will school provide needed supplies for training program? _____.

Will school offer training to one veteran? _____.

Maximum number of trainees school can adequately accommodate in special farm training program? _____.

Will the school make periodical reports on progress of each trainee? _____.

Submitted by: _____
(Superintendent of Schools)

Approved:

Date _____ _____
(Principal)

_____
(Veterans Education Council)

_____
(Teacher of Agriculture)

Remarks: _____

_____

_____

_____

* Cost of supplies to be paid out of tuition fee paid to school by Veterans Administration.

Georgia

PROCEDURE FOR SETTING UP VETERANS IN A "FARMER TRAINING" PROGRAM

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PROCEDURE FOR SETTING UP VETERANS IN A "FARMER TRAINING" PROGRAM

I. HOW CAN VETERANS GET TRAINING IN AGRICULTURE?

A. What Type of Agricultural Training is Given in High Schools of Georgia?

High schools of Georgia offer training in agriculture in the Department of Vocational Agriculture for farm boys and for farmers. The law, Public 347, 64th Congress, setting up this program provides:

". . .That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home. . . ."

To meet the needs in the State of Georgia the State Plan calls for several types of groups that may receive training in vocational agriculture.

1. All-Day Group: This group includes boys regularly enrolled in high school who take vocational agriculture as one of their subjects and who have a supervised practice program on the farm as a part of the training program.

2. Evening Class Group: Farmers are enrolled in adult classes that are conducted by teachers of agriculture periodically throughout the year. The farmers receive training in critical farm jobs. The teachers follow up the instruction given in such classes by supervision of the trainee on the farm. He also gives individual instruction to farmers on the farm. This group is given instruction in canning, farm shop jobs, etc. in the school plant as a part of the training program.

3. Part-Time Group: Pupils enrolled in Part-Time classes are usually just out of school (either have graduated or dropped out). They spend a large portion of their time receiving agricultural training. These pupils receive instruction in the school plant and are supervised by the teacher on the home farm.

The program as explained above has given the teacher of vocational agriculture experience in teaching farmer groups.

It is anticipated that some veterans will want to fit into the regular high school program for graduation and take vocational agriculture as one of the subjects. However, others will want to receive agricultural training on an intensive full-time basis. A Georgia Plan has been approved by the Veterans Education Council of Georgia, which provides for such "Farmer Training" in accordance with Public Law No. 346, 78th Congress.

B. What Provisions are Made by the United States Government to Assist Veterans in Getting Training in Agriculture?

1. Eligibility for Education or Training.

House Document No. 134, 79th Congress, 1st Session gives the following on eligibility:

"(A) A person shall be eligible for and entitled to receive education or training provided the following conditions are met:

"1. That the person served in the active military or naval service on or after September 16, 1940, and prior to the termination of the present war.

"2. That the person has been discharged or released from the active military or naval service under conditions other than dishonorable.

"3. That the person's education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service. Any person who was not over 25 years of age at the time he entered the service shall be deemed to have had his education or training impeded, delayed, interrupted, or interfered with. A person over 25 years of age at the time he entered the service must submit satisfactory evidence to show that his education or training was impeded, delayed, interrupted, or interfered with.

"4. That the person shall have served ninety days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or the time he was assigned as a cadet or midshipman at one of the service academies, or, if less than ninety days, that he shall have been discharged or released from active service by reason of an actual service-incurred injury or disability. The ninety days--or less--service need not all be within the period September 16, 1940, to end of the war, but may include service extending into or beyond such period.

"(B) A person shall be eligible for and entitled to a refresher or retraining course not in excess of one calendar year if conditions of (A) 1, 2, and 4 above are met.

"237. Q. How much education or training is an eligible veteran entitled to?

"A. If not over 25 years of age at the time of entrance into active service or September 16, 1940, whichever is later, he is entitled to education or training for 1 year plus an additional period not to exceed the time in active service on or after September 16, 1940, and before the termination of the war, exclusive of period assigned to certain specialized courses while in active service, the total period being limited to 4 years; if over 25 years of age, his education having been impeded, delayed, interrupted, or interfered with by reason of his entrance into active service, he is likewise entitled to 1 year plus his

period of active service, as defined above; if over 25 years of age, his education not having been interrupted, etc., he is entitled to a refresher or retraining course, of not more than 1 year or the equivalent thereof in continuous part-time study."

2. Subsistence for Veterans in Training

Public Law 346, 78th Congress, Chapter 268, 2d Session, S.1767 states:

"6. While enrolled in and pursuing a course under this part, such person, upon application to the Administrator, shall be paid a subsistence allowance of $50.00 per month, if without a dependent or dependents, or $75.00 per month, if he has a dependent or dependents, including regular holidays and leave not exceeding thirty days in a calendar year. Such person attending a course on a part-time basis, and such person receiving compensation for productive labor performed as part of their apprentice or other training on the job at institutions, business or other establishments, shall be entitled to receive such lesser sums, if any, as subsistence or dependency allowances, as may be determined by the Administrator; Provided, That any such person eligible under this part, and within the limitations thereof, may pursue such full time or part-time course or courses as he may elect, without subsistence allowance.

"5. The Administrator shall pay to the educational or training institution, for each person enrolled in full time or part time course of education or training, the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and may pay for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course by other students in the institution: Provided, That in no event shall such payments, with respect to any person, exceed $500.00 for an ordinary school year: Provided further, That no payments shall be made to institutions, business or other establishments furnishing apprentice training on the job: And provided further, That if any such institution has no established tuition fee, or if its established tuition fee shall be found by the Administrator to be inadequate compensation to such institution for furnishing such education or training, he is authorized to provide for the payment, with respect to any such person, of such fair and reasonable compensation as will not exceed $500.00 for an ordinary school year."

3. Regular High School Offerings for Veterans.

House Document No. 134, 79th Congress, 1st Session answers two questions on secondary education courses as follows:

"253. Q. Is it possible for a veteran to complete his elementary school under the Servicemen's Readjustment Act of 1944?

"A. Yes.

"254. Q. If a veteran is eligible for 24 months' training, may he use 9 months to complete his high-school course and the remaining 15 months in the pursuit of some trade?

"A. Yes. It would be necessary for the veteran to obtain a new certificate of entitlement following the completion of his high-school course for the remaining period of training to which he is entitled, in order that he may present it to the institution in which he is to receive the further training."

4. "Farmer Training" for Veterans by Departments of Vocational Agriculture

The Georgia Plan, approved by the State Veterans' Education Council of Georgia, gives the following on "Farmer Training" for veterans:

"Farm training will be offered by certain approved high schools in all sections of the State for returning veterans and others who wish to become established in farming, or who wish additional information or special training in farm skills necessary to the operation of a successful farming program.

"Not less than 12 clock hours per week of organized systematic class instruction must be given to each trainee, with not less than two hours per class session and not more than four hours per class session for any one day.

"The instructor must give additional instructional supervision to the farming program of each individual. Other supervised instruction may either be given individually or in groups; at the school building, on a selected farm of the community, or on the farm of any one of the trainees.

"The plan calls for the trainee to be under organized instruction administered and supervised by the school for an average of at least one-half of each school day. This instruction will include: (1) organized class instruction including the teaching of special skills; (2) the preparation for instruction including procuring materials for teaching of skills; (3) supervised farm practice on veterans' farms.

"The trainee will be free to use the remainder of the time for work on his own farm or for any jobs he may wish to carry out. (If the school decides to have the group meet for organized instruction every other day, the same procedure will be followed.)"

A minimum 25 hours of training per week is required for a veteran to be considered on a full time basis.

5. College and Other Training for Veterans

Public Law 346, 78th Congress, Chapter 268, 2d Session, S. 1767 states:

"11. As used in this part, the term 'educational or training institutions' shall include all public or private elementary, secondary, and other schools furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers colleges, normal schools, professional schools, universities, and other educational institutions, and shall also include business or other establishments providing apprentice or other training on the job, including those under the supervision of an approved college or university or any State department of education, or any State apprenticeship agency or State board of vocational education, or any State apprenticeship council or the Federal Apprentice Training

Service established in accordance with Public, Numbered 308, Seventy-fifth Congress, or any agency in the executive branch of the Federal Government authorized under other laws to supervise such training."

6. Vocational Rehabilitation for Veterans

House Document No. 134, 78th Congress, 1st Session states:

"256. Q. What are the main differences between education and training under the Servicemen's Readjustment Act of 1944 and vocational rehabilitation training, under Public 16, Seventy-eighth Congress, which provides for the rehabilitation of disabled veterans?

"A. Briefly stated, vocational rehabilitation training is available to veterans having a service-connected, pensionable disability resulting in a vocational handicap for which training is needed to restore employability, and regardless of the length of the veteran's service, he may, if deemed necessary, be given 4 years (48 months) of training without regard to his age at the time of entrance into service or his educational status at that time. Education or training is available to all veterans having the required period of service and type of discharge, but may be contingent upon the veteran's education having been interrupted as a result of his entrance into service, and the period of training is contingent upon the veteran's age at the time of entrance into service, and the amount of active service on or subsequent to September 16, 1940, and before the termination of the present war, excluding the period of time devoted to the pursuit of certain courses while in service.

"264. Q. Just what service does the Veterans Administration provide for the disabled veteran in connection with his vocational rehabilitation?

"A. In the various offices of the Veterans Administration there are vocational advisers who will aid and guide each applicant who is entitled to and found to be in need of vocational training to select the employment objective and the course or courses of training which are most suitable to overcome his vocational handicap and to restore employability. There are also training officers who prepare the training program in each case, make all necessary arrangements with the appropriate educational institution or other establishment to train the veteran into employment and to obtain appropriate employment opportunities, all expenses for tuition, and necessary books, supplies, and equipment being paid by the Government.

"257. Q. Where a veteran is eligible for vocational rehabilitation under Public Law 16, Seventy-eighth Congress, and for education or training under the Servicemen's Readjustment Act of 1944, may he elect his course and is such election final?

"A. Yes; he may elect the benefit he desires. It is contemplated, however, that a veteran having made an election, will not be permitted to change from Public Law 16 benefits to Servicemen's Readjustment Act benefits or vice versa."

C. What Provisions are Made for Readjustment Allowances for Veterans?

1. House Document No. 134, 79th Congress, 1st Session states:

"323. Q. Under what conditions is a veteran who is self-employed entitled to allowances?

"A. If the veteran has been working full time for himself for profit in an independent establishment, trade, business, profession, or other vocation during the calendar month preceding that in which he applies for allowances and has net earnings of less than $100, he may be entitled to receive the difference between $100 and his net earnings for that month.

"324. Q. What is meant by net earnings?

"A. Net earnings from self-employment include total income less necessary expenses incurred in securing such income. Personal or family expenses are not deductible as expenses.

"310. Q. What are the eligibility requirements for readjustment allowances?

"A. To be eligible for a readjustment allowance a veteran (a) shall have served in the active military or naval services of the United States at any time after September 16, 1940, and prior to the end of the present war; (b) shall have served in active service 90 days or more, or been discharged by reason of an injury or disability incurred in service in the line of duty; (c) must claim allowances for weeks of unemployment occuring not later than 2 years after the end of the war or, if he is not discharged until after the end of the war, then he must claim his allowances for weeks of unemployment within 2 years after such discharge and prior to 5 years from the termination of the war."

II. HOW CAN VETERANS BECOME ESTABLISHED IN FARMING?

A. Provisions of the"Farmer Training" Plan for Georgia

1. The Georgia Plan for farmer training sets up four types of establishments in farming that make a veteran eligible for "Farmer Training" in high schools.

"(1) Owner of the farm (or in the process of becoming owner).
(2) Live on farm with father, or other farm and have available land, tools, workstock or power, etc. for carrying on a supervised farming program.
(3) Renter with suitable land, tools and power for successful supervised farming operations.
(4) Live with another farmer, who under agreement, provides adequate opportunities to participate and carry out certain farm practices which will give training in a well-rounded farming program."

When getting established in farming the veteran should contact the County Advisory Council.

B. Provisions for Loans Under the G. I. Bill of Rights

1. The following loan provisions are provided for veterans:
(Taken from House Document No. 134, 79th Congress, 1st Session)

"274. Q. Who may borrow money under the Servicemen's Readjustment Act of 1944?

"A. Any veteran who was in the active service, after September 16, 1940, and before the end of the war as established by Act of Congress, who served at least 90 days or was discharged for disability incurred in line of duty and who was discharged under conditions other than dishonorable.

"275. Q. Where may money be borrowed under the Act?

"A. Money may be borrowed anywhere people normally go to secure loans; i. e., any bank, other lending agency, or an individual who is capable of servicing the loan.

"276. Q. Will the Veterans Administration make these loans?

"A. No. The Veterans Administration is not permitted to make loans. Within limits established by law, it may guarantee repayment of a portion of loans made to veterans. In addition to this, the Veterans Administration will pay interest for the first year on the guaranteed part of the loan and the veteran is not required to repay such interest.

"277. Q. Just what does this guaranty cover?

"A. The Veterans Administration may guarantee any part of an approved loan up to 50 percent of the amount borrowed, but the total guaranty may not be for more than $2,000. This guaranty may be given on several loans made to the same veteran so long as the aggregate total of all amounts guaranteed does not exceed the $2,000 limit.

"278. Q. Is there any restriction on the use of this money?

"A. Yes. Funds secured from a loan guaranteed by the Veterans Administration may be used only to purchase, build, repair, alter, or improve a home to be occupied by the veteran, a farm or farm equipment to be operated by the veteran, or to purchase a business, business property, or equipment to be used by the veteran for the purpose of earning a livelihood.

"279. Q. Are there any other limitations on the loans?

"A. Yes. The interest charged on these loans may not be at a rate higher than 4 percent a year, and the money must be repaid in a maximum of 20 years. Most of the loans, however, particularly those for business purposes will be for a much shorter time than the maximum. This is because a guaranty will not be given to extend beyond the useful life of the security.

"280. Q. What happens if the loan payments are not made?

"A. That will depend largely upon the terms of the loan, the attitude

of the lender, and the laws of the State in which the loan is made. If payments are not made when due the loan becomes in default. The lender may then take such action as is provided for in the loan agreement and is permitted under the laws of the State in which the loan was made and the loan guaranty regulations.

"281. Q. What benefit does the veteran get from having the Veterans Administration guarantee the loan?

"A. The guaranty of the Veterans Administration pledges the credit of the United States Government that not to exceed half the loan, with a maximum of "2,000, will be repaid. It, therefore, increases the security a veteran can offer a lender by the amount of the guaranty and correspondingly increases the amount he can borrow.

"282. Q. How is the loan made?

"A. Most banks and recognized lending agencies throughout the country already understand the procedures and will explain them. All offices of the Veterans Administration will be glad to discuss the details of the guaranty of loan with any veteran. If no office of the Veterans Administration is conveniently located the veteran may write to the Administrator of Veterans' Affairs, Washington 25, D. C., and get detailed information.

"In general the process is as follows:

"The veteran first executes a form, called a Certificate of Eligibility. In this he gives a summary of his service record, the amount of the loan, and the purpose for which it is to be used. This is countersigned and submitted to the Veterans Administration by the lender.

"This form is completed by the Veterans Administration with a certification that the veteran is eligible and that the requested amount of guaranty credit has been reserved for the loan. It names an approved appraiser to evaluate the property and informs the lender where to submit an Application for guaranty.

"The lender and the veteran then complete the Application for guaranty and submit it together with normal credit information. This is checked and the Administration issues a guaranty of credit if the loan meets the requirements of the law.

"283. Q. Do rights to this guaranty extend indefinitely?

"A. No. Any veteran wishing to secure a guaranty of loan from the Veterans Administration must make application within 2 years after discharge or after the end of the war, whichever is later. In no case may a loan be guaranteed later than 5 years after the end of the war.

"284. Q. Are there any charges for a guaranty of loan?

"A. No. Commissions, brokerage,or similar charges may not legally be assessed against a veteran for securing a guaranty of loan. Of course, those fees usually borne by a borrower, such as appraisal, title research and title guaranty, transfer fees, etc., may be charged against the veteran.

"285. Q. Must a loan be secured by a lien?

"A. Not invariably. Under most circumstances a lien will be required as security for a loan but there are a few conditions under which a loan may be unsecured.

"286. Q. May a loan be secured by a second mortgage?

"A. A second mortgage may be accepted in cases where the first mortgage is made, guaranteed, or insured by a Federal agency. Under such circumstances the amount of the second loan may be wholly guaranteed, provided it does not exceed 20 percent of the purchase price of the property sufficiently to justify the additional loan.

"290. Q. May a veteran purchase property with a nonveteran?

"A. Yes. The guaranty in this case would apply only to the interest of the veteran in the loan, and may not exceed 50 percent of his interest. Under no circumstances could it cover any part of the interest of a nonveteran.

"291. Q. May a guaranty be secured to retire an existing mortgage on a home owned and occupied by a veteran?

"A. Not unless the existing mortgage has matured and is in default.

"292. Q. If a veteran pays off one loan that has been guaranteed may he secure a second guaranty?

"A. No; but a veteran may have any number of loans guaranteed so long as the aggregate total amount of the original guaranties does not exceed the $2,000 limit.

"296. Q. Are the terms of the loan and time of repayment set?

"A. The only statutory requirement of this nature is that the loan be repaid within 20 years. All other terms are arranged between the veteran and the lender, but must conform with the law and the regulations.

"297. Q. Must property used to secure a loan be covered by insurance?

"A. It is customary for lenders to require insurance on buildings against which loans are made in order to protect themselves against loss of security. This also protects the veteran since it may provide funds to replace the loss. Buildings used as security for loans which carry the guaranty of the Veterans Administration must be insured against fire, and other hazards against which it is customary to insure in the community.

"298. Q. If loan is against a farm property must the veteran live on the farm?

"No. But the law requires that he operate the property. He must, therefore, live near enough actually to supervise the farming.

"299. Q. Is there a limit on the size of a farm against which a loan can be guaranteed?

"A. No. Since a farm loan is, to some extent, against anticipated operations, the property would normally have to be large enough to produce a profit.

"300. Q. May the proceeds of a loan be used to buy farming equipment?

"A. Yes.

"301. Q. May funds from a guaranteed loan be used to pay operating expenses on a farm?

"A. No. The Act specifies the uses to which funds may be put under a guaranty of loan, and working funds are not included.

"304. Q. Must a veteran have experience in business to get a guaranty of loan for business purposes?

"A. The law provides that the Administrator of Veterans' Affairs must find 'that the ability and experience of the veteran, and the conditions under which he proposes to pursue such occupation are such, that there is a reasonable likelihood he will be successful. . . .'

"305. Q. Must a veteran put any of his own money into a business to get a guaranty of loan?

"A. That is a question to be settled with the lender. It would only have a bearing on the guaranty of loan insofar as it might affect the possibility of his success in the venture. For example, a veteran buying a taxicab which he will operate would ordinarily require no working capital. Should he buy a taxi business, operating a fleet of cabs, he will need sufficient money as a backlog to assure that the business will not be in immediate difficulty for lack of working capital."

d. There are many sources of loans available to veterans. The teacher should teach the job of financing a farm to the veterans enrolled in classes so that they will use sound practices in purchasing and financing a farm. Teaching material for this job should be obtained from local sources of credit and from the Farm Credit Administration.

III. HOW CAN VETERANS GET "FARMER TRAINING" IN HIGH SCHOOLS?

A. The Georgia High School Plan of Providing "Farmer Training" for Veterans.

The Georgia Plan entitled "Standards to be Met by Schools Offering Farmer Training Programs for Veterans Under Provisions of P. L. 346; And Procedure to be Followed" has been approved by the State Veterans Education Council of Georgia. This plan is now in operation in Georgia. A mimeographed copy of the plan is appended to this outline.

B. Procedure for Getting Schools Approved to Give "Farmer Training" to Veterans

The high schools that wish to offer a course in "Farmer Training" to veterans must be approved by the Veterans Education Council of Georgia. The schools should show how they can qualify under the Georgia Plan. The attached mimeographed application entitled "Application to State Veterans Educational Council For Approval to Offer Farm Training Program for Veterans Under Provision of Public Law 346" should be filled out and mailed in triplicate to the District Supervisor of Agricultural Education, who in turn will mail to the proper persons to get the approval.

C. Veteran's Procedure of Getting Approved for the "Farmer Training" Program

1. The veteran should secure from his nearest Veterans Service Office (list of offices and managers attached) or from the manager of the Veterans Administration, 105 Pryor Street, Atlanta, Georgia, Rehabilitation Form 1950, Revised April, 1945.

2. He should have several copies of his discharge or release papers duplicated.

3. The application (Form 1950) properly filled out, with a copy of the veteran's discharge or release paper should be sent to Captain F. A. Sams, State Veterans Education Council, State Office Building, Atlanta, Georgia, or mailed directly to the manager of the Veterans Administration.

4. The veteran should then wait for the certificate of eligibility and entitlement which will be mailed to him by the Veterans Administration.

5. Upon receiving the certificate of eligibility and entitlement, the veteran should take it to the high school that will give the "Farmer Training" course. The veteran and the school administrator will fill in certain parts of the certificate.

6. When properly filled out and signed by both the veteran and school principal, the certificate of eligibility and entitlement should be mailed to Mr. Charles H. Robeson, Chief, Vocational Rehabilitation and Educational Division, Veterans Administration, 105 Pryor Street, N. E., Atlanta, Georgia.

D. Schools' and Teachers' Procedure of Organizing a "Farmer Training" Course for Veterans in Approved Schools

1. See that the veteran's certificate of eligibility and entitlement is properly filled out and signed by each veteran, endorsed by the superintendent or principal of the school, and sent to the proper place. (See C above)

2. Look for a form, along with instructions, for estimating cost and certifying the usual and customary charges for the course which will be mailed to the school by the Veterans Administration.

3. Fill out the form and along with certified statements made in accordance with the letter of instructions send to the Veterans Administration.

4. Submit voucher on voucher form (which is furnished by the Veterans Administration) at the end of each month's training.

5. The school should report to the Veterans Administration when a trainee has had his training interrupted to be begun again at a later date.

6. The school should report to the Veterans Administration when a veteran has fully completed all the training that he is eligible for or has completed all the training offered by the school.

7. Plan the course according to provisions of the attached Georgia Plan.

IV. HOW CAN TEACHERS ORGANIZE THE GROUP FOR "FARMER TRAINING" FOR VETERANS

A. Teachers' Procedure of Organizing the Group for "Farmer Training"

1. See that application blank for school's approval for "Farmer Training" is submitted.

2. Locate all veterans as they return from service and outline to them the "Farmer Training" plan.

3. Assist veterans in filling out and submitting form 1950 for the course in "Farmer Training".

4. Assist veterans in getting certificate of eligibility signed by him, endorsed by the superintendent and mailed to the Veterans Administration.

5. List approved veterans for the course.

6. Arrange schedule for the course. (See attached Georgia Plan)
   12 hours per week of organized instruction in class.
   13 hours per week instruction and supervision on farms of veterans.

V. HOW TO ORGANIZE THE COURSE IN "FARMER TRAINING" FOR VETERANS

The following steps are suggested for organizing a course in farm training:

A. Set Up the Instructional Program for Veterans Enrolled in the Course in "Farmer Training."

1. Make studies of the farms on which the veterans live.

   a. Enterprise layout and yields.
   b. Soil conservation and soil building needs and present practices.
   c. Improvements needed in building layout.
   d. Farm machinery layout, and repairs needed.
   e. Production practices and results.
   f. Etc.

2. Give veterans instruction in planning the long time and annual farm programs.

(See unit on Farm Planning by the Division of Vocational Education, The University of Georgia, which is to follow this outline)

3. Help veterans pick critical jobs from 1 and 2 above, for the training program.

4. Make a master list of selected jobs of all veterans enrolled in the class as the teachers instructional program.

5. Arrange the jobs according to seasonal sequence for instruction.

B. Make Content Analysis and Lesson Plans for Jobs to be Taught

(See units on various jobs provided by Division of Vocational Education, The University of Georgia)

REFERENCES

78th Congress, 2d Session, House Document No. 682, "Servicemen's Rights and Benefits".

78th Congress, 2d Session, Public Law 346, Chapter 268, S.1767, "An Act To Provide Federal Government Aid for the Readjustment in Civilian Life of Returning World War II Veterans"--"Chapter I--Hospitalization, Claims, and Procedures".

78th Congress, 2d Session, Document No. 152, "Manual Explanatory of the Privileges, Rights, and Benefits Provided for All Persons Who Are, or Have Been, Members of the Armed Forces of The United States and of Those Dependent Upon Them".

79th Congress, 1st Session, House Document No. 134, "Handbook for Servicemen and Servicewomen of World War II and Their Dependents, Including Rights and Benefits of Veterans of World War I and Their Dependents".

The Georgia Plan (Approved by State Veterans Education Council of Georgia), "Standards to be Met by Schools Offering Farmer Training Programs For Veterans Under Provisions of P. L. 346; And Procedure to be Followed".

AN ANALYSIS OF PUBLIC SCHOOL FACILITIES FOR NEGRO CHILDREN
FULTON COUNTY, GEORGIA

Prepared by
The Education Committee of the Atlanta Urban League

In response to numerous questions about the conditions and needs of the Fulton County schools for Negroes, and about the provisions of the Fulton County School Bond Issue to be voted on July 17th, the Education Committee of the Atlanta Urban League presents the following analysis:

School Enrollment in Fulton County

White: 21,014
Negro: 4,734*
Total 25,748

Per-Pupil Expenditure

White: $96.52
Negro: $38.92

Fulton County Public Schools	Number	Value of Land and Buildings	Percentages
White	54	$3,219,000.00	95
Negro	38	176,350.00	5
Total	92	$3,395,350.00	100

Schools According to Size

Number of Rooms	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 or more
White		3	5	3	4	3	8	2	2	1	2	3	1	6	1	2			1	8
Negro	18	5	4	6	1		1	1	1					1						

"It is impossible to do as good work in a one-teacher seven grade school as can be done in a larger school."

State Superintendent of Schools - M. D. Collins
Report for Biennium ending 1944, p. 9.

Comparison of Facilities

	Number of Classrooms	Other Rooms	Auditoriums	No. Vols. in Library	Value of Volumes in Library	Total Value of School Equipment
White	581	271	46	84,358	$103,870	$374,319.00
Negro	105	10		8,710	6,156	23,225.00

There are 21 Negro county schools without running water for drinking. All white county schools have running water. Only 2 Negro county schools have flush toilets, and only 3 have incinerator toilets. All others have unsanitary pit toilet facilities.

* Includes 359 county children for whom $50 per year is paid to Atlanta for attendance in Atlanta schools.

Expenditures for Transportation

White	$57,641.90
Negro	--

Published Information on Fulton County Bond Issue to be Voted July 17th

Total Expenditures	$2,500,000.00
White Schools	1,900,000.00
Negro Schools	600,000.00

Facilities to be Provided by Bond Issue

	Additional Classrooms	Additional Auditoriums	New Cafeterias	Enlargements to Existing Cafeterias	Libraries
White Schools	180	14	16	12	21
Negro Schools	68	8			10

What the Bond Issue Means

	Present Value of County School Buildings and Grounds	Percentage	Bond Allocations	Percentage
Total	$3,395,350.00	100	$2,500,000.00	100
White	3,219,000.00	95	1,900,000.00	76
Negro	176,350.00	5	600,000.00	24

	Increase after Bonds	Percentage	School Population	Percentage
Total	$5,895,350.00	100	25,748	100
White	5,119,000.00	87	21,014	83
Negro	776,350.00	13	4,734	17

Minimum Recommendations

1. All county schools should have running water.

   At present all county schools for white children have running water. Only 17 county schools for Negro children have running water. There are twenty-one schools without running water for drinking.

2. All county schools should have flush toilet facilities.

   At present only 2 county schools for Negro children have flush toilets.

3. All one-room schools should be eliminated in the interest of economy and more efficient education.

   At present 18 of the 30 county schools for Negro children are one-room schools. There are no one-room schools for white children.

4. Adequate high school facilities should be provided for Negro children in the county.

   At present the county pays $50.00 per year per Negro pupil who attends Atlanta high schools. This amounts to $17,950 annually. This adds to the congestion in the Atlanta schools for Negro children.

5. Adequate vocational training should be provided in the county schools for Negro pupils.

   (The Atlanta Board of Education and the Fulton Board of Education have jointly purchased the Old Clark University property for use as a vocational school for Negroes).

6. Adequate facilities for transportation should be provided for Negro pupils in order to make possible attendance at consolidated schools which should replace the one and two-room schools, and in order to permit attendance at high schools which should be made available for Negro pupils in the county.

   At present no facilities for transportation are available for Negro children in Fulton County.

Questions and Answers about Fulton County School Bond Issue

1. How many people must vote in favor of the bond issue if it is to carry?

   ANSWER: Bonds can be passed by a majority of those voting.

2. Who can vote?

   ANSWER: Only those citizens of Fulton County who live outside the city limits of Atlanta.

3. Who will pay the bill if the bonds are voted?

   ANSWER: Tax levy for interest and retirement of bonds would be levied on property of Fulton County outside city of Atlanta only.

4. How much will the bond issue increase taxes?

   ANSWER: ½ mill. (½ mill equals 1 nickel on $100.)

5. Is this the limit of bonded indebtedness allowed by law?

   ANSWER: No. 7% of property valuation is allowed. The present bond issue will bring the total to approximately 5%.

6. Is next week's bond issue connected in any way with the joint city-county bond issue which will be voted on August 14?

   ANSWER: No.

7. Who will have charge of spending the bond funds?

   ANSWER: The Fulton County Board of Education.

8. When will building actually begin?

   ANSWER: Within 60 days after passage of the bond issue. Approval must first be obtained from the Civilian Production Authority, since veterans' housing comes first. C.P.A. has already granted authority for some county school improvements.

June 27, 1946

WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

I. NATIONAL UNITY AND CIVILIAN MORALE

II. NATIONAL DEFENSE AND MINORITY PEOPLES

III. GOVERNMENT EMPLOYMENT AND MINORITY PEOPLES

IV. THE LAW AND MINORITY PEOPLES

V. SCHOOLS AND MINORITY PEOPLES

VI. HEALTH AND RECREATION AND MINORITY PEOPLES

PREPARED BY
COMMISSION ON INTERRACIAL COOPERATION, INC.
710 Standard Building
Atlanta, Georgia

in collaboration with
KENTUCKY COUNCIL ON INTERRACIAL COOPERATION
March, 1942

Reprinted September, 1942

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WHAT ABOUT IT?

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NATIONAL DEFENSE AND MINORITY PEOPLES

I. Administration of the Selective Service Act

1. Do Negroes serve on draft boards?
2. Do Negroes hold any remunerative jobs?

II. Recreation

1. What provision has your community made for recreation of soldiers from nearby camps?
2. How do the facilities provided for Negro soldiers compare with those provided for white soldiers?

III. Defense Training

1. What facilities are provided for skilled and technical training?
2. Are these facilities available to Negro as well as white citizens?

IV. Defense Industries

1. Do any defense industries deny employment to qualified Negroes and members of other minority groups?
2. Do Negroes have a chance for employment at skilled and technical jobs?

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710 Standard Building
Atlanta, Georgia

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KENTUCKY COUNCIL ON INTERRACIAL COOPERATION

Conditions Peculiar to Your Town and County

Group Discussions

Secure separate opinions from the various racial groups, one answer from each group.

1. What events within the past five years have had greatest significance in determining racial attitudes in your community?
2. What are the greatest obstacles standing in the way of more democratic race relations in your community? In the state at large?
3. What do you conceive to be the specific job of your local interracial committee in attacking these obstacles?
4. What do you conceive to be the job of the State Committee for the current year?

WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

GOVERNMENT EMPLOYMENT AND MINORITY PEOPLES

To what extent are minority groups employed in government services—local, state, and Federal?

I. Unskilled Labor:

1. What determines the number of Negroes and of other minorities employed? Is population used as a basis?
2. Do payrolls indicate any discrimination against minorities?
3. Is the total wage paid the minority groups proportionate to the total wage for the project?

II. Skilled Labor:

1. Do unions admit to full standing Negroes and members of other minority groups?
2. Are unions segregated or mixed?

III. Professional Employment:

1. Are Negroes and other minority group members excluded from employment in the following:
   a. Hospital staff
   b. Social workers
   c. Supervisory positions in school system
   d. Members of commissions
   e. Others

IV. Civil Service Employment:

1. Is employment open to Negroes and other minority groups in the following:
   a. State or local
      (1) Police
      (2) Firemen
      (3) Probation officers
      (4) Case workers
   b. Federal
      (1) Postal employees
      (2) Others

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WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

THE LAW AND MINORITY PEOPLES

To what extent do minority groups get legal justice in:

I. Police Courts

What problems are involved in providing the Negro and other minority groups with adequate police protection?

II. Office of the Prosecuting Attorney

What problems are involved in securing adequate defense for Negro defendants?

III. Specialized Courts

1. Juvenile
2. Domestic

IV. Sentences Imposed

Study sentences in relation to crime committed by:

1. Negroes
2. White people
3. Foreign born
4. Negroes against Negroes
5. Negroes against white people
6. White people against Negroes

V. Prevailing practices in regard to:

Payment of fines, probation and parole, rehabilitation effort

VI. Jury Service

What are the prevailing practices governing use of Negroes and foreign-born citizens on juries?

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WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

NATIONAL UNITY AND CIVILIAN MORALE

I. Rumors

Rumors are floating around the South which are causing tension between the white and Negro peoples. Rumors to instill fear and hatred, to divide a people whom he is attacking, is a familiar and successfully used technique of Hitler's.

Rumor Number 1—Uprising of Negroes Against White Citizens

a. Are you helping Hitler by repeating that Negroes plan to attack white citizens; that they are arming themselves with guns, ice picks, or other weapons?
b. Have you reported to the FBI any and all rumors of this nature reaching your ears?
c. Have you talked to local Negroes to learn how they feel about these rumors affecting their loyalty and their patriotism?

Rumor Number 2—"Eleanor Clubs" and Domestic Service

Another rumor is being circulated, directed especially at white women, to stir in them racial fear and resentment. This relates to domestic service. "They say" Negro women are organizing "Eleanor Clubs" with the general purpose of forcing all Negro women out of domestic service.

a. Have you heard these rumors?
b. Have you repeated them and supported them by relating the story of someone who has lost a cook, a maid, or a laundress?
c. Have you pushed this rumor back through all the people who have repeated it to get at the truth?
d. If a Negro cook has left domestic employment have you tried to find out why she left?
    1. For a better job?
    2. Because she is receiving money as a soldier's dependent and does not have to work?

Discussion:

If for either of the reasons under "d" a Negro woman leaves domestic service, should she be condemned? Would you not act in the same way?

(Read "Boston's Fight Against Rumors"—*American Mercury*, September, and organize a RUMOR CLINIC.)

II. Sore Spots

1. Transportation
   a. Have you had reports of serious racial friction on public transportation?
   b. If so, have you investigated any of them?
   c. Does the white public observe the rules setting aside certain seats for Negro patrons?
   d. Is this rule observed when no Negroes are on the bus or street car?
   e. If not, do white people move from seats reserved for Negroes when Negroes get on the bus or street car?
   f. Have you discussed the transportation situation in regard to racial troubles with officials of the company controlling this public service?

2. The Police; Negro Civilians; Negro Soldiers
   a. Does the local police force assist the Military Police in maintaining order among Negro soldiers?
   b. Does your city have Negro policemen?
   c. If an Army camp is nearby in which Negro soldiers are stationed, does it maintain Negro Military Police?
   d. Have you investigated reports of mistreatment of Negro civilians and soldiers by the civilian police force?

PREPARED BY
COMMISSION ON INTERRACIAL COOPERATION, INC.
710 Standard Building
Atlanta, Georgia

WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

SCHOOLS AND MINORITY PEOPLES

To what extent do Negroes and other minority groups receive an equitable share in public education:

I. Elementary Schools

1. How accessible to children served?
2. What transportation is provided?
3. Compare courses of study with those offered white groups.
4. Are there opportunities for extracurricular activities?

II. High Schools

1. How accessible to children served?
2. What transportation is provided?
3. Compare courses of study with those offered white groups.
4. Are there opportunities for extracurricular activities?

III. Is there discrimination against Negroes and other minority groups in the following:

1. Teachers' salaries
2. Training required for teachers
3. Length of school term
4. School equipment
5. Enforcement of attendance law
6. Treatment by supervisory officers

PREPARED BY
COMMISSION ON INTERRACIAL COOPERATION, INC.
710 Standard Building
Atlanta, Georgia

in collaboration with
KENTUCKY COUNCIL ON INTERRACIAL COOPERATION

Conditions Peculiar to Your Town and County

Group Discussions

Secure separate opinions from the various racial groups, one answer from each group.

1. What events within the past five years have had greatest significance in determining racial attitudes in your community?
2. What are the greatest obstacles standing in the way of more democratic race relations in your community? In the state at large?
3. What do you conceive to be the specific job of your local interracial committee in attacking these obstacles?
4. What do you conceive to be the job of the State Committee for the current year?

WHAT ABOUT IT?

Series of Studies for Local Interracial Committees

HEALTH AND RECREATION AND MINORITY PEOPLES

To what extent do Negroes and other minority groups receive an equitable share in all public welfare benefits accruing from the expenditure of tax funds:

I. Health Facilities

1. List hospitals, clinics, etc., in or near your community, indicating beds available for Negroes and whites.
2. Is there discrimination against Negroes in tax-supported hospitals as to
   a. Patients accepted
   b. Opportunities for Negroes to secure:
      (1) Nurse training
      (2) Internships
      (3) Advanced and varied clinical experience for practicing doctors
3. Is there discrimination against Negroes in the use of public funds in:
   a. Public health education
   b. Examination of school children
   c. Clinics—dental, tuberculosis, etc.

II. Recreational Facilities

1. Is there discrimination in the use of public funds in equipment or supervision in the following:
   a. Parks and playgrounds
   b. Swimming pools
   c. Wading pools
   d. Tennis courts

III. Public Welfare

1. Is there provision out of public funds for the care of indigent or handicapped Negroes and other minorities?
2. Are there differences in concept of an adequate standard of living which govern grocery orders, rent allowances, etc., for Negroes and other minority groups and for white people in the same class?

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4. What do you conceive to be the job of the State Committee for the current year?

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October 17, 1945

To the Honorable,

The Members of the Legislative Council:

We are highly pleased that you are making a survey of the opportunities in higher education for Negroes in Kentucky.

The Kentucky State College is the only state-supported higher institution for Negroes in the State. This institution has met the minimim requirements for accreditation by the Southern Association, is training students and granting bachelor degrees with majors in the following subject matter fields:

1. General Home Economics
2. General Agriculture
3. General Engineering
4. General Science
5. Chemistry
6. Biology
7. Mathematics and Physics
8. Elementary Education
9. Public School Music
10. English Language and Literature
11. Business Administration and Commercial Education
12. Sociology and Economics
13. History and Government
14. Physical and Health Education

The institution became accredited as a "B" grade four-year college in 1931, and "A" grade in 1939. Since that time, Negro colleges throughout the South have expanded considerably, some even during the war. Since accreditation is based largely upon relative strength of colleges in the region, it is believed that were our institution rigidly inspected at this time, it would drop back to the "B" grade status or perhaps even lose its rating entirely.

The existing departments at the College need to be strengthened before any other curriculum expansion should occur. Certain plant expansions should by all means precede curriculum expansion, and indeed, before the existing curriculum can be strengthened.

Salaries paid to the faculty are lower than those in other state institutions within Kentucky, as well as lower than those in other Negro state institutions in the South. For this reason, the institution has already lost faculty members to other institutions in a most damaging manner, and unless salaries are raised considerably, this loss will continue with further damage to the institution.

Financial Needs for the Next Biennium

		1946-47	1947-48
I.	For ordinary recurring expenses of operation and maintenance, raising salaries, adding new personnel, strengthening existing departments in equipment and the library in books and equipment	300,000	300,000
II.	For Capital Outlay ..... Needs: Boys dormitory, classroom-administration building, girls dormitory, library, dairy barn, engineering building, infirmary, music building, stadium, addition to gym, faculty houses.	200,000	200,000
	Total request for biennium	$500,000	$500,000

The above request may appear large when it is compared with the present appropriation, $150,000, of this institution. However, it is not large when compared with the actual needs that exist and the accumulated neglects of over half a century.

The time has come when we must build up the state college for Negroes in a substantial way and make provision for their equal education. Nearly seven years have now passed since the United States Supreme Court decreed that equality of higher education must be provided within each state. Negro Kentuckians are growing restive over the fact that thus far our state has done so little for them and so much less than many other Southern states.

Studies show that returning veterans will demand higher education in large numbers. The Negro college is not ready to supply this demand

Such a situation will only add to the restive feeling which already exists. The program here recommended is a step in the right direction.

Aid for Out-of-State Study -- Regional Universities

The Supreme Court decision in the Gaines case makes clear that equality of higher education must be provided within any given state. Any plan for State scholarships for out-of-state study or regional universities clearly violates the court decision, and when used by any state must be considered as temporary expedients awaiting the correct solution.

Kentucky has had an Out-of-State Study Plan since 1936 which, as long as it is used, should be liberalized. Such is recommended in the legislation included as addenda to this report.

Regional programs that may be developed should be for both races alike, for example, medicine, dentistry, veterinary medicine. Whenever any program is provided within the State for one race it must be provided for the other.

The Solution to Equality of Educational Opportunity for the Negro in Higher Education

Clearly, if the State abandons its law separating the races for educational purposes, the Negro would attend the same schools as whites and could claim no inequalities. Most of the states of the Union have never separated the races for schooling, and apparently have suffered no ill effects. It would appear that the people of Kentucky are ready for the following:

1. Strengthen and expand immediately the Negro college in every area of instruction for which adequate enrollment can be expected. Operate no curriculum at the College except that it be fully accredited.

2. Pending full equality within the State, continue the out-of-state scholarship plan on a more liberal basis, $350 per year instead of $175 as at present.

3. Admit Negroes to professional and graduate courses not now available to them at the Negro College.

4. Eliminate gradually the out-of-state study plan without injury to students who have begun working on a degree elsewhere.

5. Enter into no regional university plan except that it apply alike to Negroes and whites.

Other Facts about Kentucky State College for Negroes

1. Established 1886 - Act of Legislature, Governor J. Proctor Knott.

2. Present enrollment - 1945--426; lowest enrollment - 1944--310; highest enrollment - 1939--682.

3. Present State appropriation - $150,000; Federal funds - $18,256.85.

4. Land - Farm - 268.53 acres; campus - 30 acres.

5. Employees - 60 (Teachers and employees).

6. Total Plant Value - $1,027,200 (estimated).

7. Bonded Indebtedness --

Boys Dormitory Bonds	$95,000	- 4% issued, 1935 (Not callable)
Retired	30,000	
Balance	$65,000	
Building Revenue - 3½% -		$66,000
Retired		10,000
		$56,000

Refinanced June 15, 1945 - 2½%.

FINANCIAL SUPPORT BY STATES OF STATE COLLEGES FOR NEGROES

1945 - 1946
(Incomplete)

STATE	ANNUAL STATE APPROPRIATION			Valuation of Plant	Student Enroll. Reg. Session	Negro Population 1940 Census	Percent of Total
	Total	Maint. & Oper.	Cap. Outlay				
Alabama (3)	600,000					983,290	34.7
Arkansas (1)						482,578	24.8
Florida (1)	666,615	316,615	350,000	1,463,755	905*	514,198	27.1
Georgia (3)	246,744.92	238,744.92	8,000	1,950,000	979	1,084,927	34.7
Kentucky (1)	150,000	150,000		1,048,725	426**	214,031	7.5
Louisiana (1)	392,988	392,988		3,000,000	919**	849,303	35.9
Mississippi (2)	183,000	138,000	45,000	358,000	737	1,074,578	49.2
Missouri (1)						244,386	6.5
North Carolina (5)						981,298	27.5
Oklahoma (1)	373,000 (46)	218,000 (46)	155,000 (46)	1,200,000	460**	168,849	7.2
South Carolina (1)	191,500	150,000	41,500	1,600,000	875**	814,164	42.9
Tennessee (1)	500,000				1,000	508,736	17.4
Virginia (1)	1,196,740	674,840	521,900	2,700,621	1,121	661,449	24.7
West Virginia (1)	621,500	271,500	450,000	2,033,294	803	117,754	6.2
Texas (1)	420,000	420,000		2,500,000	1,380*	924,391	14.4
Ohio (1)						339,461	4.9

* 1944 - 45
** 1945 - 46

AN ACT relating to higher education for Negroes, amending KRS 158.020, and repealing KRS 166.160 and KRS 166.170.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE COMMONWEALTH OF KENTUCKY:

1. Commencing as of the effective date of this Act, and continuing thereafter for such period as may be necessary for the purpose, the State Board of Education shall formulate and execute plans for the development and expansion of the facilities, departments of study and curricula of the Kentucky State College for Negroes so that the college will be enabled to do work such as is done in other educational institutions of corresponding rank and kind. The State Board of Education, on the basis of enrollment experience, applications for enrollment or instruction, anticipated educational requirements, and other relevant factors, shall determine in what fields such expansion and development shall first be made, and shall follow out such plan of expansion and development as will meet all reasonable and proper demands for educational training and instruction. Any facilities, departments of study, or curricula which are now established or which may hereinafter be established shall meet the accreditation requirements of recognized regional or national accrediting agencies.

2. Pending the provision of facilities within the State, all bona fide residents of this state who have been such residents continuously for one year next preceding application for aid pursuant to this section, and who are duly qualified to pursue courses of study offered at state institutions that they cannot attend because of the provisions of KRS 158.020, and which courses of study are not offered at other state institutions, shall have their tuition and fees paid by the state at educational institutions outside of Kentucky which they attend for the purpose of pursuing such courses. If, after a person has commenced a course of study at an educational institution outside of Kentucky, under a grant of aid pursuant to this section, such course of study is made available at a state institution in Kentucky which

such person would be permitted to attend, the grant of aid shall not cease, but shall be continued for the period necessary to complete such course at the out-of-state institution. A grant of aid made pursuant to this section shall continue for such period as is necessary to complete the course of study, notwithstanding that the period referred to at the beginning of this section may expire before the course is completed.

3. The State Board of Education shall prescribe rules and regulations governing the granting of aid under Section 2 of this Act. The tuition and fees shall be ascertained by the Superintendent of Public Instruction and paid upon his requisition out of funds appropriated for that purpose. If the funds appropriated for the purpose in any year are insufficient, the State Board of Education may prorate the funds among the persons whose applications are approved. Not more than $350 shall be allowed to any person under the provisions of this section and Section 2 of this Act during any one school year of nine months. The State Board of Education may use a sum not to exceed ten percentum of the amount appropriated for this purpose in the administration of Sections 2 and 3 of this Act.

4. Effective with the passage of this Act, any Negro qualified to pursue a course of instruction of graduate grade or on the professional level, which course is not available at the Kentucky State College for Negroes, may pursue such course of instruction at any educational institution in this state at which the course is offered, and in such case the provisions of KRS 158.020 shall not apply.

5. KRS 166.160 and 166.170 are repealed.

Edu (Ky

THE CONFERENCES ON GRADUATE WORK IN NEGRO INSTITUTIONS IN THE SOUTH

W. D. FUNKHOUSER
Dean of the Graduate School
University of Kentucky

Resolutions Adopted by the Conference of Deans of Southern Graduate Schools, October 29, 1945

(Presented at the nineteenth annual meeting of the Conference of Deans of Southern Graduate Schools, held in Birmingham, Alabama, October 29, 1945.)

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November 16, 1945

Dear Friend:

There follows below two newspaper articles relating to Higher Education for Negroes in Kentucky. Since this question is under discussion throughout the South, I feel that you would be interested in receiving this material from Kentucky. I will appreciate receiving similar materials from you.

Very sincerely yours,

R. B. Atwood

R. B. Atwood, President
Kentucky State College

RBA:ala

Louisville Courier-Journal (AP)--Frankfort, Ky., Oct. 17.--Requests for legislation to admit Negroes to other State-owned colleges for professional and graduate courses not available at Kentucky State College and to double the school's appropriation each year of the next biennim were made to the Legislative Council today.

Dr. R. B. Atwood, president of the college for Negroes here, told legislators on an inspection tour the college was in danger of losing its Class A accreditation. This is based on the strength of schools in the region.

A t w o o d O u t l i n e s P r o g r a m .

Dr. Atwood, in a prepared statement, outlined a program for equality of educational opportunity, including:

1. Strengthen and expand immediately the Negro college in every area of instruction for which adequate enrollment can be expected. Operate no curriculum at the college except that it be fully accredited.

2. Pending full equality within the state, continue the out-of-state scholarship plan on a more liberal basis, $350 a year instead of $175.

3. Admit Negroes to professional and graduate courses not now available to them at the Negro college.

O u t - o f - S t a t e P l a n H i t .

4. Eliminate gradually the out-of-state study plan without injury to students who have begun working on a degree elsewhere.

5. Enter into no regional university plan except that it apply alike to Negroes and whites.

A bill was passed in the 1944 House of Representatives to permit Negroes to enroll in professional and graduate courses at state schools but did not get out of committee in the Senate.

The President further said:

1. Existing departments should be strengthened before curriculum is expanded.

S a l a r i e s C a l l e d L o w e r

2. Salaries paid the faculty are lower than in other State institutions and lower than those in other Negro schools in the South.

Kentucky, he said, appropriates only $150,000 a year to its Negro college while Virginia leads southern states with an outlay of $1,196,740.

He said the school needed $300,000 for general expenses and a $200,000 capital outlay for buildings, making total requests of $500,000 each year of the coming biennium. Buildings, he said, are in good condition, but more facilities are needed.

"The time has come when we must build up the state college for Negroes in a substantial way and make provision for their equal education," the statement asserted. "Nearly seven years have now passed since the United States Supreme Court decreed that equality of higher education must be provided within each state. Negro Kentuckians are growing restive over the fact that thus far our state has done so little for them and so much less than many other southern states.

O u t l i n e s M o d e l B i l l .

"Studies show that returning veterans will demand higher education in large numbers. The Negro college is not ready to supply this demand. Such a situation will only add to the restive feeling ..."

Dr. Atwood outlined a model bill to provide equal education for the Negro.

The school, founded in 1886, has an enrollment of 426, has 60 teachers and employees and a plant valued at $1,027,200.

Courier-Journal Lexington Bureau. Lexington, Ky., Nov. 14.--Predicting that Kentucky will be one of the first states in which Negroes will make an attempt to secure admission to white institutions, Dr. W. D. Funkhouser, dean of the Graduate School at the University of Kentucky, said today that "unless the university faculty and the State Legislature adopt some definite policy very promptly, I fear that we are due for some embarrassing experiences and some unfortunate publicity."

Dr. Funkhouser, in a report made Monday to the university faculty on graduate work in Negro institutions in the South, stated that "for a long time we have been side-stepping a very important issue in American education," but there is little doubt that "in some regions of the South we shall be forced in the near future to face this issue squarely and realistically."

'Up to Legislature.'

Asked whether the university planned any action in the matter, President H. L. Donovan said "The responsibility for any action along this line lies with the Legislature. It's entirely up to that group."

Dr. Funkhouser said his report was based on information gleaned during a series of five meetings arranged by the Conference of Deans of Southern Graduate Schools for the purpose of procuring an over-all picture of graduate work in the South, especially of the conditions which existed in the Negro institutions in the area.

First Parley At Durham.

First in the series of meetings, all of which were held this summer, was the one held in Durham, for the states of North Carolina, Maryland, and Virginia and the District of Columbia. The second was held in Atlanta, for the states of Georgia, South Carolina and Florida; the third in Nashville, for the states of Tennessee, Kentucky and Alabama; the fourth in Jackson, for the states of Mississippi, Louisiana and Arkansas, and the fifth in Prairie View, Tex., for the states of Texas and Oklahoma.

Papers read during the meeting, according to Dr. Funkhouser, were presented almost entirely by Negro educators and consisted chiefly of the subjects on which the conference desired information.

Information Obtained.

The more vital of these topics, he said, included the needs of the region for graduate work in Negro institutions, the actual amount and nature of the graduate work now being done in these institutions, the potential Negro graduate-student population of the region, the opportunities available for these students, the present resources for graduate work in the area concerned, the problems involved in graduate instruction and research, the extent and condition of physical plants, and particularly the available library facilities.

"The Negro educators, as was to be expected, were very well informed regarding the existing conditions in their institutions; they had the facts and figures at their fingertips," Dr. Funkhouser asserted. "The white deans, however, were woefully ignorant of the situation which existed in the Negro colleges."

Discrepancies Cited.

One of the chief facts brought out in the papers was "the great discrepancy which exists in opportunities for and support of graduate work in Negro institutions as compared with the white colleges and universities," the university dean said.

"It developed, for example, that there is not a single Negro institution in the United States in which a student can secure a doctor's degree. Again, that very few Negro institutions in the South can offer even the master's degree except in a very limited number of fields. The monies allotted to Negro institutions in most of the Southern states are far below any proportionate figure based on relative Negro and white populations."

The salaries paid in Negro institutions of higher learning are in general far less than those in the white institutions, Dr. Funkhouser told the university faculty.

Libraries Below Par.

"A prominent Negro librarian at one of the meetings made the statement that no college could be expected to do creditable undergraduate work, much less graduate work, unless it had at least 25,000 to 30,000 titles in the library.

"On the basis of this factor alone, and this is merely a quantitative and not a qualitative standard, there are not more than a half dozen Negro institutions in the South which could honestly be recommended for general graduate instruction. In fact, it would seem that most Negro colleges do not have more than one-tenth the library facilities of the white colleges in the same area. ...In spite of these handicaps, however, there is no question that many Negro graduate schools are doing very creditable work ..."

Base Hopes On High Court.

Dr. Funkhouser said he was convinced "That practically all Negro

educators firmly believe that eventually Negroes will be admitted to all State institutions now admitting only white students. They believe that in some of the Southern states this may come in the very near future while in others it may be a long time, but they feel sure that in time no distinction will be made between the races.

"They base their hopes and expectations directly and confidently on the Gaines decision. They point out that the Supreme Court ruling leaves only two choices--either to admit Negroes to State institutions or to set up for Negroes institutions within the state equal in all respects to those provided for white students, and they argue that this dual system of education would entail a financial burden which most Southern states could not bear. They realize that the dual system satisfies the legal requirements but they are nevertheless unalterably opposed to it chiefly on social and patriotic grounds.

"They make a great deal of the argument that there is no place in a democracy for distinctions based on race, creed or color ...

G a i n e s R u l i n g A p p l i e s .

"Kentucky is a border state and is one of the first in which Negroes will make an attempt to secure admission to white institutions. There is no question but that test cases may be expected in the very near future and I cannot see how any court can do anything other than follow the Supreme Court's ruling in the Gaines case.

"The pressure probably will first come on the Graduate School since the State College at Frankfort offers no advanced degrees, but similar applications doubtless will be made for work in law and engineering."

(On October 17, Dr. R. B. Atwood, president of Kentucky State College for Negroes, Frankfort, asked the Legislative Council for legislation to admit Negroes to other State-owned colleges for professional and graduate courses not available at the Frankfort Negro institution).

E D I T O R I A L , Courier-Journal, Sunday, Nov. 11, 1945.

K E N T U C K Y M U S T M A K E A C H O I C E

A timely reminder is provided by Dr. W. H. FUNKHOUSER, dean of the graduate school of the University of Kentucky, to the effect that Kentucky sooner or later, and perhaps sooner than most people seem to think, must face the facts of unequal opportunity as between the races in its institutions of higher education. And facing the facts, it must adopt a definite policy in keeping with (1) the law and (2) inherent democratic rights.

The first fact one encounters is the United States Supreme Court's decision in the GAINES case from Missouri, that educational facilities equal in every respect must be provided for both races. In effect the court held that if a State fails to provide this equality of education in its institutions for Negroes, it cannot bar Negroes from its other institutions.

Another fact is the great disparity in Kentucky's appropriations for higher education for white and Negro students. For 1944-'45 these amounted to $2,475,750 for the University of Kentucky and its divisions (including $1,000,000 for a field house) and $1,133,000 for the four teachers' colleges, a total of $3,608,750 for white students; and for the State College for Negroes, $150,000, with an additional $7,000 for out-of-State aid for Negroes unable to get desired courses at the latter (a subsidy for the luxury of discrimination as much as for the students themselves).

There is a third fact, that it will require an estimated $1,000,000 to bring the State College up to the university's level of proficiency in professional and graduate courses: an inordinately wasteful expenditure because it would serve only a handful of students seeking higher education which is duplicated in the institutions now restricted to whites. It cannot be said that $150,000 is a fair division on the ground that it is approximately in proportion to the Negro population. It is not the cash that betokens equality but the facilities, and the latter are expensive.

And a fourth (and for the Supreme Court and many a citizen the deciding point) is the fact of a right in a democratic society that is now being withheld.

Dr. FUNKHOUSER'S report involved no proposal, but essentially a reminder that the issue is inevitable and that Kentucky must choose between a dual system of professional and graduate schools, at considerably more expense, or admit Negro students to existing courses. It came as a significant coincidence that on the same day of the report, GOVERNOR WILLIS appointed to the State Board of Education its first Negro member, O. M. TRAVIS, a substantial business man of Monticello--another acknowledgement of the needs and the right of direct representation of a large group of citizens.

REPORT OF PROGRESS

FROM THE
Committee for Kentucky
427 S. Fourth St., Louisville 2, Ky.
OFFICE OF THE
PRESIDENT

December 14, 1946

REPORT OF PROGRESS #9

By the President of the Committee

It is just about six months since we sent you our last Report of Progress. We are sorry for this long silence. We have been so busy making progress that we have had little time to report it. Much has happened since that time. Our work has progressed steadily and effectively. Our position as a constructive force in our State is more widely recognized than ever. Our prestige is at its very height. Yet it is my feeling that we have hardly scratched the surface--that there is much greater accomplishment ahead for us and that the progress of our State has barely started. Following are some of the items of interest to our members on what has happened in these last six months.

Item - As of today we have 76 state-wide organizations--10 more than on June 22--as active dues-paying members of the Committee for Kentucky. The membership of these 76 organizations is now close to 450,000 Kentuckians.

Item - Since last writing you, two new reports have been completed. The report on Public Welfare, by Dr. Howard W. Beers, with a Plan of Action by Dr. John J. Cronin, has been printed and distributed. The report meeting and the general meeting on Urban and Rural Housing has also been held and the report is now being put into final form for printing.

Item - Dr. Carl M. Gambill, Director, County Health Work, Kentucky State Department of Health, who represented Health on the directorate of the Committee for Kentucky, has resigned due to considerations of his personal health. We have accepted his resignation with very great regret. He has rendered distinguished service to the Committee since its beginning and we are loath to see him go. His place on the directorate has been taken by Dr. Paul Q. Peterson, Field Director, County Health Work, State Department of Health. We look to Dr. Peterson to carry on the able work started by Dr. Gambill.

Item - Mr. Ivan Jett, Managing Director, Kentucky Chain Stores Council, has been added to the directorate since our last meeting. Mr. Jett is a man of very great ability who knows Kentucky and its problems thoroughly and who will add great strength to the Board.

Item - It is with great pleasure that we announce the joining of the Committee by the Junior Chamber of Commerce. We expect that Mr. Harry Birch, of Ashland, Kentucky, member of the Kentucky State Junior Chamber of Commerce and a member of the National Junior Chamber of Commerce will come on our Board shortly as a representative of the Kentucky Junior Chamber of Commerce. We are delighted at the prospect of joining forces with this splendid group of young Kentuckians.

Item - In view of the great progress made in our work in this past year, we have found it advisable to change our slogan from "Wake Up, Kentucky" to "Kentucky on the March." On November 11 we held a banquet at the Brown Hotel in celebration of this fact, with over 300 Kentucky leaders present from 51 Kentucky cities and towns. Senator Alben W. Barkley was the principal speaker. The meeting was a huge success.

Item - There has recently come from the press our new brochure, "Kentucky on the March." 141,000 copies have been distributed throughout the State. We are enclosing a copy herewith.

Item - We have launched our organization drive for membership and for funds, under the able leadership of Lee Coulson, Executive Manager, Station WHAS, and E. M. Josey, Secretary of the Kentucky Pharmaceutical Association. The drive is progressing favorably.

Item - We recently held an essay contest among all Kentucky students of college, high school, junior high and grade school, on "What Can the Committee for Kentucky Do to Improve Conditions in Our State?" Hundreds of entries were received. The interest in the contest is widespread.

Item - Fifteen stations are now carrying the "Kentucky on the March" program which originates every Sunday night at 10:15 p. m. over Station WHAS. Following are the stations, their locations, and the time the program is carried:

WHAS, Louisville - 10:15 p. m. Sunday
WGRC, Louisville - 9:15 p. m. Tuesday
WHIN, Louisville - 7:15 p. m. Monday
WKYB, Paducah - 12:00 noon Sunday
WKTM, Mayfield - 3:00 p. m. Monday
WLBJ, Bowling Green - 7:00 p. m. Friday
WCMI, Ashland - 10:30 p. m. Thursday
WKAY, Glasgow - 4:00 p. m. Sunday
WSON, Henderson - 3:45 p. m. Monday
WLAP, Lexington - 8:45 p. m. Monday
WHLN, Harlan - 6:30 p. m. Sunday
WPAD, Paducah - 10:15 p. m. Saturday
WKLX, Lexington - 10:15 p. m. Sunday
WLEX, Lexington - Time not known
WBKY, Lexington - (FM Station)

Radio is certainly doing its share.

Item - Over 90 newspapers in the State are carrying Ewing Galloway's weekly column, "Kentucky on the March." Press support of our program has been simply grand. We are very grateful.

Item - Your Committee has outgrown its swaddling clothes and has moved into an office of its own. Until July 1, it had its quarters in an office at the Kaufman-Straus Company, without charge, of course. The work has now expanded to such an extent that we have had to move into an office of our own. It is at 1106 Republic Building, at Fifth and Walnut Streets, Louisville, and the telephone is CLay 2306. You are cordially invited to visit us.

Item - Maurice D. Bement, Executive Director, and James W. Armstrong, Director of Community Organization, attended the Third Annual Conference of the Georgia Citizens Council, as representatives from Kentucky. There were present at this conference representatives from 12 Southern states. Your Committee is beginning to receive recognition throughout the South.

Item - Further evidence of this recognition was the election of your president as vice-president and member of the Board of Representatives of the Southern Conference of Human Welfare on December 1.

Item - Plans are now being made to organize a number of communities throughout the State on the pattern of the Committee for Henderson. James W. Armstrong, Director of Community Organization, has just completed a tour of approximately 15,000 miles to Kentucky's many communities, speaking to numerous groups and gathering first hand information on conditions in these communities. Material is now being prepared for building up a special service to communities to help them organize their own activities. Requests for help in community organization have come from a great many communities in the State. It is our purpose to help them all we can in an advisory capacity. However, the job itself must be done by the citizens of each community.

Item - Your president had a good visit with Jessee Stuart, author of "Taps for Private Tussie" and other books, and one of Kentucky's most distinguished novelists. Mr. Stuart, on a recent lecture visit to Louisville, sought out your president to tell him of his enthusiasm for the work of the Committee for Kentucky. He indicated that he was very eager to write a book about us. Your president suggested that he wait a year or two until the accomplishments of the Committee were more concrete.

Item - John Bartlow Martin, one of the distinguished writers for Harper's Magazine, spent three days in Louisville getting material for an article to appear in Harper's early next year. We expect this article will be a constructive one and will help the cause of the Committee.

There are a good many other items that I could report, but space will not permit. The preceding are merely the highlights. I think you will agree that the Committee is a healthy, growing organization and the prospects of the service that it can render to Kentucky are very great.

We are approaching the season of peace on earth and good will to men. Without question the strongest motivating force in the work we have been trying to do has been good will to our fellow Kentuckians and to our beloved State. That has been our sole and only motive. If we have made any mistakes we hope you will forgive them. They have been honest mistakes and we have tried to correct them as soon as we discovered them.

I think, however, that you will agree that the all-over job has been a good one. The recognition of this by a great majority of the people of the State heartens us to go forward. We propose, in the years to come, to work harder than ever to help make our State a happier place for Kentuckians to live in. We promise you faithfully that we will persevere with all the vigor at our command, and that we will not stop until Kentucky has taken its rightful place among the progressive states of this Nation.

To the thousands of Kentuckians who have helped us in this great cause, your president wishes to send his earnest thanks and his heartfelt wishes for a very Merry Christmas and a very Happy New Year.

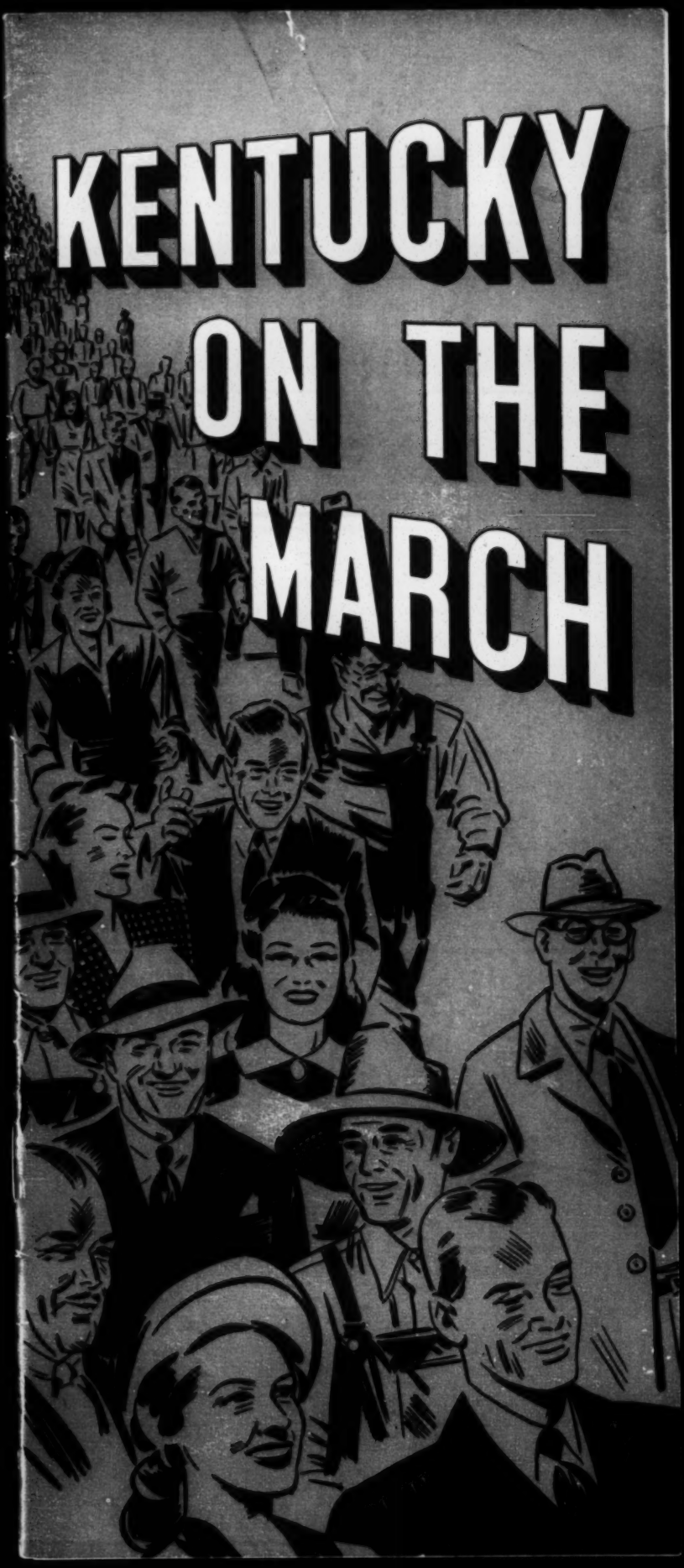
Sincerely yours,

/Harry W. Schacter

Harry W. Schacter

HWS:CA

KENTUCKY ON THE MARCH



Let's Pull Together, Kentuckians!

A DIGEST OF THE REPORT OF THE
KENTUCKY COMMISSION ON NEGRO AFFAIRS

SOUTHERN REGIONAL COUNCIL

May 26, 1946

TO: 9 B M

FROM: Lucy S. Mitchell

This material is referred to you for:

1. Information	☑	2. Consideration	☐
3. Signature	☐	4. Recommendation	☐
5. Reply	☐	6. Suggested reply	☐

7. Please circulate to desk(s) of:

Miss Clay	☐	Dr. Reid	☐
Miss Fisher	☐	Dr. Johnson	☐
_____	☐	_____	☐

8. Please return to this office. ☑

9. Please return to secretary for filing. ☐

9 B M

Dr.Mitchell: This is the front page of the paper attacking the police department for their brutality against Negroes.It was for his article that Mr.Rhone was abused.I have marked the articles.

Frank Thomas